

THE HORACE MANN SCHOOL



UNIVERSITY OF ILLINOIS

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1915-1916

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HORACE MANN SCHOOL BUILDING AND SURROUNDINGS

THE HORACE MANN SCHOOL

HIGH SCHOOL FOR GIRLS
ELEMENTARY SCHOOL FOR BOYS AND GIRLS
KINDERGARTEN FOR BOYS AND GIRLS

UNDER THE AUSPICES OF
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

BROADWAY AT 120th STREET
NEW YORK
1915 - 1916

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ENTRANCE HALL



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High School for Girls

HENRY CARR PEARSON	<i>Principal</i>
CHARLES MCCOY BAKER	<i>Head of Department of Classical Languages</i>
JOSEPH CLIFTON BROWN	<i>Head of Department of Mathematics</i>
HARRY WHEELER MARTIN	<i>Head of Department of History</i>
WILHELM HELMUTH GOHDES	<i>Head of Department of Modern Languages</i>
ROLAND HUGH WILLIAMS	<i>Head of Department of Science</i>
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FREDERICK HAIGH BAIR	<i>English</i>
HELEN BARTLETT BAKER	<i>English</i>
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ELIZABETH BRIGGS	<i>History</i>
MARIE KARCHER BROOKS	<i>French</i>
HARRIET GARTON CARTWRIGHT	<i>Music</i>
LAURA BISHOP CRANDON	<i>German</i>
LUCIA WILLIAMS DEMENT	<i>Fine Arts</i>
MARY BROWNSON GILLMORE	<i>History</i>
GEORGE THOMAS HOLM	<i>Swimming</i>
CAROLINE WOODBRIDGE HOTCHKISS	<i>Geography and English</i>
ALICE DICKINSON KENT	<i>Assistant</i>
CLARA BARBARA KIRCHWEY	<i>Science</i>
LILLIE MARIA LAWRENCE	<i>Latin</i>
ALTON IRVING LOCKHART	<i>Chemistry and Physics</i>
JOHN HARRISON MINNICK	<i>Mathematics</i>
BERTHA MULLER	<i>French</i>
RUTH PETERS	<i>Fine Arts</i>
NINA FRANCES RAYNOR	<i>Latin</i>
MARIE LOUISE ROBERT	<i>French</i>
FLORENCE STUART	<i>Physical Training</i>
RUTH WATSON	<i>Household Arts</i>
FLORENCE LOUISE WEEKS	<i>Mathematics</i>
*	<i>Physical Training</i>

* To be appointed.

Elementary School

HENRY CARR PEARSON	<i>Principal</i>
CLARA MABEL WHEELER	<i>First Grade</i>
FLORENCE MABEL McVEY	<i>First Grade</i>
IRENE MILLER STEELE	<i>First and Second Grades</i>
EVELYN BATCHELDER	<i>Second Grade</i>
MILDRED IONE BATCHELDER	<i>Second Grade</i>
ALICE ELIZABETH PHELPS	<i>Open-Air Class</i>
MARY AINSLEY OLIVER	<i>Open-Air Class</i>
THEO R. STONE	<i>Third Grade</i>
MYRTLE GARRISON	<i>Third Grade</i>
PAULINA FOX	<i>Third and Fourth Grades</i>
IDA ELIZABETH ROBBINS	<i>Fourth Grade</i>
FLORENCE MARSHALL PERKINS	<i>Fourth Grade</i>
MAUD VIVIAN KEYES	<i>Fifth Grade</i>
MARGARET CONDRY	<i>Fifth Grade</i>
RUTH BATCHELDER	<i>Fifth Grade</i>
SIEGFRIED HANSEN UPTON	<i>Fifth Grade</i>
MARY FREDERIKA KIRCHWEY	<i>Sixth Grade</i>
MARY GERTRUDE PEABODY	<i>Sixth Grade</i>
ROXANA ALER STEELE	<i>Sixth Grade</i>
KATE STUART ANTHONY	<i>Household Arts</i>
LUCIA WILLIAMS DEMENT	<i>Fine Arts</i>
BELLE BOAS	<i>Fine Arts</i>
HELEN LATHIAM	<i>Music</i>
RUTH WATSON	<i>Household Arts</i>
ABBOTT LOW COMBES	<i>Industrial Arts</i>
LUCY HESS WEISER	<i>Industrial Arts</i>
MARIE KARCHER BROOKS	<i>French</i>
LAURA BISHOP CRANDON	<i>German</i>
MARY PERLE ANDERSON	<i>Nature Study</i>
HELEN WEBB JONES	<i>Physical Training</i>
*	<i>Physical Training</i>
FLORENCE STUART	<i>Physical Training</i>
THOMAS NELSON METCALF	<i>Physical Training</i>
GEORGE THOMAS HOLM	<i>Swimming</i>
MARY E. ROHR	<i>Grammar Assistant</i>
CAROLINE MARGARET BRADNER	<i>Primary Assistant</i>
*	<i>Open-Air Assistant</i>

Kindergarten

CHARLOTTE GANO GARRISON	<i>Principal</i>
AGNES BURKE	<i>Assistant</i>
MARY EVERETT RANKIN	<i>Assistant</i>
ETHEL MARIA ROBINSON	<i>Assistant</i>

* To be appointed.



ROOF PLAYGROUND—OPEN-AIR CLASS

General Statement

THE Horace Mann School, located on Broadway at 120th Street, is an integral part of Teachers College and is closely affiliated with Columbia University. It offers unusual opportunities for broad, general training in the following departments.

High School for Girls

THE six-year course of study not only gives a well-rounded, general education, but also prepares fully for any American college. Special attention is likewise given to those who do not expect to go to college. The excellent advantages offered in the household and fine arts, in science, and in physical training, will appeal strongly to those parents who seek for their daughters the best possible preparation for life, rather than for purely academic attainments. The High School is open to girls of approximately twelve years of age who have completed the work of the sixth grade of the public schools, or its equivalent.

Elementary School for Boys and Girls

THIS department of the school offers a curriculum of six grades for boys and girls, beginning at the age of six years, which prepares directly for the High School for Girls or the Horace Mann School for Boys. The Elementary School aims to exemplify in its methods of instruction and choice of material the best ideals of American education. While much attention is given to the industrial and fine arts and to all kinds of expres-

sion, this is done without impairing efficiency in those studies like the use of the mother tongue, arithmetic, geography, and history, which are considered fundamentally necessary in modern education.

Kindergarten

THE Kindergarten offers an appropriate education for children during the two years previous to their entrance into the Elementary School. Its aim is to set in motion those processes which are to continue throughout the educational life. In the little community of the Kindergarten, where the child is first introduced to a larger circle than that of the home, and where he enjoys constant interchange and participation with his fellows, the social sentiments are quickened, and habits of social living established. Here, too, is given continual and varied opportunity for the exercise of the creative impulse and an effectual impetus to self-expression.

Horace Mann School for Boys

THE Horace Mann School for Boys opened in September, 1914, in its new buildings at Fieldston, West 246th Street.

By means of its ample equipment for out-door life—a ten-acre playground—the school cares for boys for the entire day, from 9.15 A.M. to 5 P.M. Ample time for a hearty midday meal is allowed, and a play period of two hours gives all boys opportunity for participation in sports under the direction of the teachers.

The six year course of study prepares boys for any college or technical institution. In the earlier years of



KINDERGARTEN

the course, opportunity for work in industrial and fine arts and music is afforded.

The school is open to boys of eleven or twelve years of age who have completed the work of the sixth grade of the public schools, or its equivalent. For full particulars address Virgil Prettyman, Horace Mann School for Boys, Fieldston, West 246th Street, New York City.

History

THE Horace Mann School was established in 1887, as a department of Teachers College, at No. 9 University Place. In 1894 it moved to Morningside Heights and was accommodated for several years in the main building of Teachers College. In 1901, on account of the steady growth of both school and college, the present Horace Mann building was erected, and has been the home of the school since that date.

In 1914, again owing to the need of more room, and on account of the increasing difficulty of providing appropriate instruction and regimen for both boys and girls in the same building, a reorganization of the school was made. Coeducation was given up in the High School, and the boys were transferred to the new High School for Boys at Fieldston, West 246th Street.

In its early history the Horace Mann School afforded opportunities for practice teaching for the students of Teachers College. For several years, however, all practice teaching has been carried on at the Speyer School, which is one of the Teachers College Schools, and which is largely devoted to experimental work. The Horace Mann School maintains its own complete staff of experienced teachers.

Equipment

The School Building

THE Horace Mann School building is the gift of Mr. and Mrs. V. Everit Macy, and is a memorial to Mrs. Caroline Macy. It was opened in September, 1901. It accommodates about nine hundred pupils, including those in the Elementary and High Schools, and is thoroughly appointed and equipped in all those matters which relate to health, comfort and convenience. The building contains six floors. The first and second floors are occupied by the Elementary School and the third and fourth floors by the Girls' High School. The basement and fifth floor contain subsidiary accommodations, such as the lunch-room, book-store, studios, laboratories, handwork rooms, and social rooms, which give completeness and breadth to the life of the modern school.

The Kindergarten is accommodated in a large, sunny room on the first floor of Teachers College.

Ventilation

THE ventilation of the school building represents the highest development of modern engineering skill. Large volumes of fresh, pure air are forced into the school rooms by fans in the basement, and drawn out by another set of fans in the roof. By this method each pupil is supplied with about fifty cubic feet of fresh air per minute, and the air in every room is changed completely every seven minutes. A system of humidifiers has been recently installed, whereby a proper amount of moisture is maintained in the atmosphere. Thus, in respect to moisture, moderately low temperature and ample supply of pure air, the atmospheric conditions in the school rooms closely approximate ideal out-door conditions.



NATURAL HISTORY SCHOOL GARDEN

Physical Education Building

THIS building adjoins the Horace Mann School and connects it with Teachers College. It contains a large gymnasium, which is thoroughly equipped with apparatus, a swimming pool, several exercise rooms, a bowling alley, and a full complement of baths and lockers. The pupils of the Horace Mann School have the use of these facilities during the school hours.

The remarkable standard maintained by the school respecting ventilation and care of the building, together with the ample provision made for gymnastics and athletic games, has already insured a high degree of health and physical development of pupils.

Alumni Field

WITH the aid of generous gifts from the Alumni and patrons of the Horace Mann School, Teachers College has purchased a large tract of land at Fieldston, West 246th Street, overlooking Van Cortlandt Park and convenient to the subway, which constitutes a playground for the use of the school. This is equipped with buildings and appliances necessary to make it available for all kinds of outdoor sports.

Handwork and Gardening

SOME form of handwork is prescribed for all pupils in the Elementary School, and the household arts are studied extensively in the Girls' High School. Several large rooms are devoted to these forms of training, and these are provided with every facility in the way of tools and apparatus.

A school garden and a greenhouse, the gift of Mr. George Foster Peabody, provide excellent opportunities for nature study.

Nature of the School Life

FROM the Kindergarten through all the grades of the Elementary School and the High School, the first consideration is the health of the pupils. The opportunities for physical training are much more extended than are found in other schools. In addition to the work in the gymnasium, a teacher of corrective gymnastics undertakes, by special arrangement and under medical supervision, to deal with all cases of defect which are suitable for treatment by exercise.

The rules and regulations of the school are few and simple, and the pupils are given the largest possible opportunity to develop self-government and to practise unselfish and self-directed conduct. Encouragement is given to those affiliated activities which develop individual initiative and which give the pupils practice in managing affairs. What some of the activities are may be learned by consulting other pages of this circular.

The best recommendation for any school is the cheerfulness and interest shown by pupils in their work. The Horace Mann School has been increasingly fortunate in commanding the loyalty of its patrons and the faithful diligence of its pupils.

Open-Air Classes

PERMANENT arrangements have been made on the roof of the new Household Arts Building to accommodate open-air classes. These classes will be open to those pupils of the second, third and fourth grades who, in the opinion of the school physician, are most in need of such open-air conditions.



OPEN-AIR CLASS

Outline of the Curriculum of the Elementary School for Boys and Girls

Grade I

ENGLISH

Reading, employing sentences, charts and leaflets relating to the experience of the children; *Riverside Primer*, *Child Classics Primer* and *First Reader*; selections from other readers; systematic drill in phonetics.

LANGUAGE

Oral reproduction of stories. Writing of simple sentences relating to year's work; statements and questions; capital letter in names of persons and pronoun I. Penmanship. Memorizing of good literature.

ARITHMETIC

Second half-year. Counting by 1's to 100, by 10's to 100; addition of any two numbers the sum of which does not exceed 10; subtraction, measurements, and comparisons; problems.

NATURE STUDY

Cultivation of plants from bulbs and seeds in window-boxes, school garden and greenhouse; wild flowers, trees and birds of the immediate home environment; domestic animals; animals as pets; elementary hygiene.

INDUSTRIAL ARTS

Making of simple objects in connection with other school work—holidays and festivals. Beginnings of industrial processes in textiles, clay, paper and wood.

FINE ARTS

Rhythmic arrangements and color differences in hue, leading to subordination and color differences of light and dark and bright to dull. These principles are developed in subjects related to child's experience, such as growing pumpkins, Jack o' Lanterns, children and animals at play, Esquimo activities, book covers, Christmas cards, May baskets, and wall paper for doll's house. Subjects are expressed in color, with brush, crayon and cut paper. Study of works of art.

MUSIC

Singing of simple rote songs. Individual training of voice and ear. Observation, acting and picturing of pitch, duration and pulse. Group singing.

PHYSICAL TRAINING

Simple class gymnastics, games, dance steps; individual corrective work.

Grade II

ENGLISH

Reading as follows: *Riverside First Reader*; *Progressive Second Reader*; Baker & Carpenter's *Second Reader*; Bigham, *Merry Animal Tales*; Stevenson, *Children's Classics in Dramatic Form, Book II*; Belle Wiley, *Mewanee, the Little Indian Boy*; selections from *Hiawatha*. Continued drill in phonetics.

LANGUAGE

Oral reproduction of stories. Dictation. Written statements, questions and commands. Days of week, months and their abbreviation. Simple titles, as Mr., Mrs., Miss. Spelling; penmanship; memorizing of good literature.

ARITHMETIC

ORAL—Reading to 1,000; Roman numerals through XX; counting; addition tables through 9's, with subtraction; multiplication tables to 5×9 , division within the tables; measurements and comparisons; objective work in simple fractions; problems. WRITTEN—Addition, no carrying, and subtraction; multiplication and division by 2, 3, 4, 5, no remainder in division; problems.

NATURE STUDY

Cultivation and observation of plants in school garden and greenhouse; extension of the circle of home environment for study of trees, birds, insects, and wild flowers; aquaria and vivaria; common minerals and stones used for building purposes.

HISTORY

Early life on Manhattan Island. Indian life; coming of the Dutch; establishment of New Amsterdam; coming of the English.

INDUSTRIAL ARTS

Work similar to that of previous year. Study of wool as a textile material; its industrial significance. Study of simple cloth weaves.

FINE ARTS

Art principles, the same as in Grade I, with added emphasis upon subordination and shapes. They are developed in designs for bowls, rugs and tiles to be used in Industrial Art, baskets of fruit, snow man, Indian and Dutch activities, printing, gardens, etc. Subjects are expressed in color, with brush and crayon and cut paper. Study of Dutch works of art.

MUSIC

Singing of simple rote songs. Individual training of voice and ear. Drill in recognition and use of durative note values. Drill in interval recognition and simple phrase singing from notation. Chorus singing.

PHYSICAL TRAINING

Simple class gymnastics, games, dance steps; individual corrective work.

Grade III

ENGLISH

Reading as follows: *Riverside Second Reader*; *Aldine Third Reader*; *Art Literature Reader, Book III*; Brown, *In the Days of Giants*, and *Book of Saints and Friendly Beasts*, *Pinocchio*; Carroll, *Alice in Wonderland*; selections from other readers. Drill in phonetics where necessary.

LANGUAGE

Oral reproduction of stories. Written reproduction of short stories. Dictation. Letter writing. Writing of declarative, interrogative, imperative and exclamatory sentences. Capitals as taught before, also in names of places. Simple contractions and abbreviations. Spelling; penmanship; memorizing of good literature.

ARITHMETIC

Numbers of seven orders read and written. The four operations—Addition, numbers of three orders, including dollars and cents. Subtraction, numbers of four orders. Multiplication, tables completed; numbers of four orders by numbers of one order. Division, numbers of four orders by divisors of one order. Measures, liquid, dry, linear. Introduction of square and cubic inch, square foot, square yard, also table of weights and measures. Wentworth-Smith's *Arithmetic, Book I*, pp. 50-170.

NATURE STUDY

Close correlation with home geography. Cultivation and study of the products of the kitchen garden; ornamental trees, shrubs and vines; agricultural products; native berries, fruits and nuts; extension of the zone of plants and animals to include all native sources of food, clothing and shelter.

GEOGRAPHY

Idea of trade or exchange; introduction to a study of the world; study of local weather conditions.

HISTORY

Stories of the early explorers; beginnings of English colonization.

INDUSTRIAL ARTS

Lines of work continued from previous year. Study of brick making as an industry. Making of bricks and building with same.

FINE ARTS

Definite problems in choice of line arrangements, two or three values of dark and light and a rounding up of elementary color combinations. These are developed in tile designs for Industrial Art, book covers, Christmas booklets, landscapes, activities of children, flowers and animals, and expressed in color with brush and crayon and cut paper. Study of works of art.

MUSIC

Singing of rote songs suited to the grade. Voice and ear training. Reading of simple phrases and songs from the staff in keys of C, F and G—from introductory primer. Notation of original songs. Individual and chorus singing.

PHYSICAL TRAINING

Simple class gymnastics, dance steps and simple apparatus work; individual corrective work.

Grade IV

ENGLISH

Reading as follows: *Riverside Third Reader*; Kingsley, *Water Babies*; Ruskin, *King of the Golden River*; Longfellow, *The Bell of Atri*, *Birds of Killingworth*; selections from other readers.

LANGUAGE

Dictation. Oral and written reproduction exercises. Oral and written original compositions. Friendly letter forms. Simple paragraphing. Possessive singular. Undivided quotations. Comma in series. Common contractions and abbreviations. Titles of books, etc. Spelling; penmanship; memorizing of good literature. Pearson & Kirchwey's *Essentials of English, Book I*.



THIRD GRADE IN GREENHOUSE

ARITHMETIC

Four operations completed; counting; tables completed; notation and numeration, measurements and comparisons; problems. Wentworth-Smith's *Arithmetic, Book I*, pp. 173-276.

NATURE STUDY

Close correlation with industrial geography. Agriculture. Cultivation of grains and fibre plants; study of soils; foreign fruits, nuts and plant products; lumbering; mining and quarrying; fisheries.

GEOGRAPHY

Review and enlargement of world concept of Third Grade; map reading, study of symbols, meridians and parallels, use of index as an introduction to the use of an atlas; North America studied for essential elements of life conditions. Special emphasis given to the United States and New York City. Longman's *School Atlas*; Carpenter's *North America*.

HISTORY

French and Indian War; American Revolution; Washington.

INDUSTRIAL ARTS

Review of textile fibre studied in previous years. Study of flax and silk. Study of hand and foot looms. Pattern weaving. Visit factory.

FINE ARTS

Definite problems in line spacing of rhythm and subordination, dark and light massing of two or three values and tones; color differences of hue, dark and light and intensity. These are developed in plate designs and rugs for Industrial Art; outline and wash drawings of fruits, vegetables, flowers, city streets, country roads, and printing, expressed in color and black and white, with brush and crayon, often on colored paper. Study of fine plates and other works of art.

MUSIC

Rote singing combined with speed work and phrase reading from the staff. Naming of staff degrees. Naming of keys. Dictation. Reading from Primer. Individual and chorus singing.

PHYSICAL TRAINING

Simple class gymnastics, games, dance steps, and simple apparatus work; individual corrective work.

Grade V

ENGLISH

Literature: Hawthorne, *Wonder Book, Tanglewood Tales*; *Riverside Fourth Reader*; Spyri, *Heidi*; Burt, *Poems Every Child Should Know*; selections from Baker and Carpenter's and other readers.

LANGUAGE AND COMPOSITION

Dictation. Oral and written reproduction exercises. Oral and written original compositions. Letters, formal and informal. Paragraphing. Possessive case, singular and plural. Quotations divided and undivided. Comma in series, address, and after yes and no. Declarative, interrogative, imperative, and exclamatory sentences, distinguished by name and changed from one form to another. Spelling; penmanship; memorizing of good literature. Pearson & Kirchwey's *Essentials of English, Book I*.

ARITHMETIC

Review of previous work. Four operations in common and decimal fractions; problems. Wentworth-Smith's *Arithmetic, Book II*, pp. 47-164.

NATURE STUDY

Cultivation and transplanting of seedling trees; trees of our parks and forests; general principles of forestry; plant physiology; structure, habits and value of our native birds.

GEOGRAPHY

Review essentials of work of preceding grade. Typical parts of Europe and South America treated as in Fourth Grade, each country being studied as to location, larger physical conditions, special industrial features, relations in commerce, peoples and national characteristics. Longman's *School Atlas*; Oxford *Geographies, Europe, The Southern Continents*; Carpenter's *Europe*.

HISTORY

Selected topics from the history of the United States to 1861.

INDUSTRIAL ARTS

Hand-built and moulded pottery. Study of materials and modern processes of manufacture. Types of American pottery. Simple processes in book making. Making of paper. Work in wood.

FINE ARTS

Problems in spacing of rhythm and subordination, in dark and light of two values and tone, and in color of four hues, four values and three intensities. These are developed in designs for vases, rugs and mosaics for Industrial Art; birds, flowers and printing, expressed in black and white and color with brush, crayon and colored paper. Study of fine mosaics, plates and other works of art.

MUSIC

Previous work continued progressively. Reading of one and two-part songs from First Reader. Individual singing. Major and minor modes. Dictation. Chorus singing.

PHYSICAL TRAINING

Separate classes for boys and girls. Simple class gymnastics, games, dance steps and apparatus work; individual corrective work.

Grade VI

ENGLISH

Literature as follows: Irving, *Rip Van Winkle*, *Legend of Sleepy Hollow*; Dickens, *A Christmas Carol*; Scott, *Ivanhoe*; Longfellow, *Courtship of Miles Standish*; Selections from *Golden Numbers*; *Riverside Fifth Reader*.

LANGUAGE AND COMPOSITION

Dictation. Oral and written reproduction exercises. Oral and written original composition. Letter forms—friendly and business. Paragraphing. Drills in forms taught in preceding grades. Spelling; memorizing of good literature.

GRAMMAR

Simple analysis of sentence; subject and predicate, simple and complete. Recognition of all parts of speech. Pearson & Kirchwey's *Essentials of English, Book I*.

ARITHMETIC

Review of preceding work; denominate numbers; percentage, with emphasis upon common business per cents. with their fractional equivalents; problems; simple problems in interest, discount, commission, profit and loss, business operations. Wentworth-Smith's *Arithmetic, Book II*, pp. 165-190, 251-287.

GENERAL SCIENCE

A study of selected problems through experiments and demonstrations.

GEOGRAPHY

Review of essentials of work of preceding grade. Elements of physical geography, and application to Africa, Australia and Eastern North America. Special study of New York State. Dodge's *Advanced Geography*; Longman's *School Atlas*; Carpenter's *Africa*.

HISTORY

Review of United States History to 1861. Selected topics, 1861-1913. Civil Government. How New York City is governed. Thwaites & Kendall's *History of the United States*.

HOUSEHOLD ARTS (Girls)

First Half Year—Sewing. Second Half Year—Cooking.

INDUSTRIAL ARTS (Boys)

Modern building operations; mechanical elements underlying the factory stage of production.

FINE ARTS

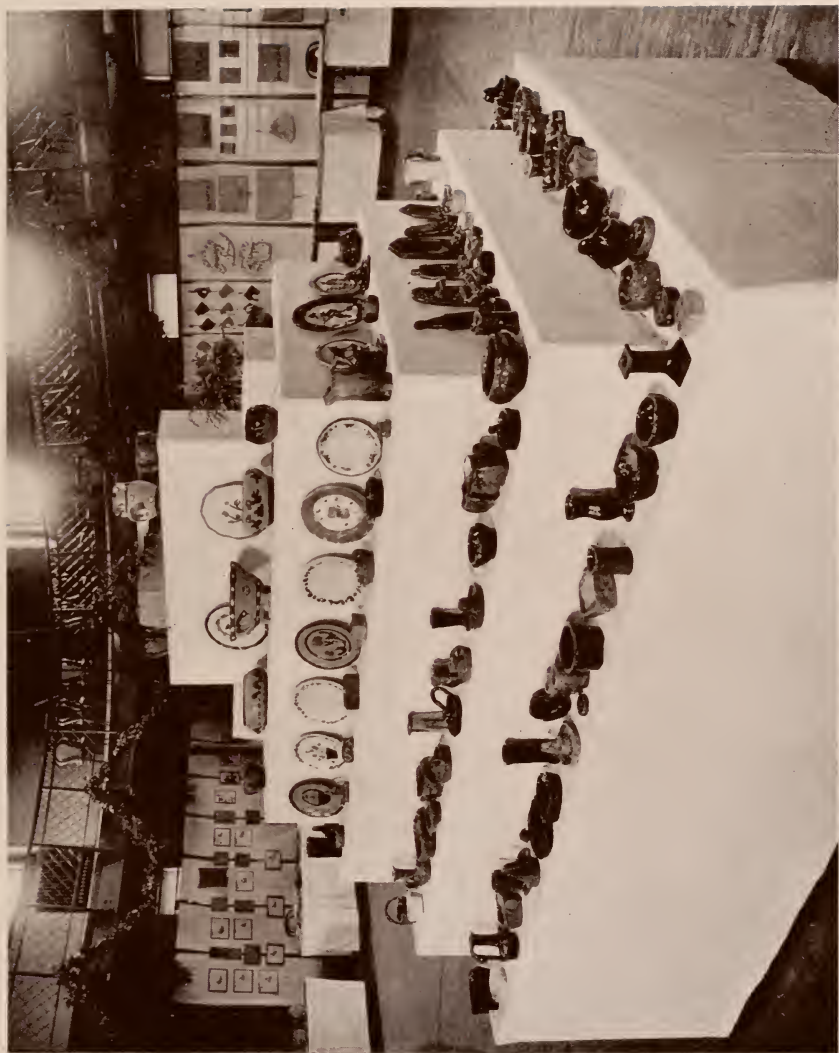
A rounding up of elementary principles of line, dark and light, and color. These are developed in designs for clocks, paper weights, desk sets for Industrial and Domestic Art, landscapes, figure drawing, printing and making portfolios with stenciled end papers and original coat of arms for cover. They are expressed in black and white and color with brush, crayon and colored papers. Study of works of art in New York City.

MUSIC

One, two, and three-part singing from Second Reader. Study of chord formation and progression. Modulation. Individual singing. Chorus singing.

PHYSICAL TRAINING

Separate classes for boys and girls. Continuation of previous work; optional recreative work.



SECTION OF EXHIBIT AND SALE OF HANDWORK FOR BENEFIT OF WAR SUFFERERS

The High School for Girls

THE work of the High School is divided into two periods of three years each, the Junior High School and the Senior High School. The studies of the Junior High School are required of all students, their general purpose being to introduce pupils to a wide range of interests that are considered desirable in a girl's education. The studies of the Senior High School are elective, thus giving each pupil an opportunity to specialize along the line of interests developed during the Junior High School. Girls who expect to go to college will naturally elect, during the Senior High School, the studies which will prepare for the colleges of their choice, and special attention will be given to such preparation. The school certificate admits to leading colleges without examination.

To graduate from the High School, a pupil must complete the required studies of the Junior High School and take enough electives during the Senior High School to make twenty points per year. One of these points each year must be in physical training.

Pupils of the High School who are making a serious study of vocal or instrumental music outside of school, under private tuition, will receive, under certain conditions, credit toward graduation.

Also members of the School Orchestra and the School Glee Club, who regularly attend the rehearsals and public performances of these organizations, will receive a credit of one point.

Any course of the Senior High School will be withdrawn if not elected by enough pupils to form a class.

Appended is the High School Program of Studies:

JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		
SUBJECT	RECI- TATION PERIODS	SUBJECT	RECI- TATION PERIODS	POINTS
<i>First Year:</i>		<i>Fourth Year:</i>		
English	6	English	4	4
Mathematics	3	Mathematics	5	5
History	4	Latin	5	5
Geography	3	Beginning German ...	5	5
Beginning French or German	4	Adv. French or German	4	4
Household Arts	2	History	4	4
Music	2	Biology	4	3
Physical Training	3	Household Arts	4	2
		Fine Arts	4	2
		Physical Training	4	1
<i>Second Year:</i>		<i>Fifth Year:</i>		
English	5	English	4	4
Mathematics	3	Mathematics	5	5
History	4	Latin	5	5
General Science	3	Beginning French	5	5
Advanced French or German	4	Adv. French or German	4	4
Household Arts	4	Adv. French or German	3	3
Fine Arts	2	Ancient History	5	5
Music Appreciation ..	2	Mod. European History	5	5
Physical Training	3	Household Science ...	5	5
		Household Arts, Tex- tiles	4	2
		Household Arts, Foods	4	2
		Fine Arts	4	2
		Physical Training	4	1
<i>Third Year:</i>		<i>Sixth Year:</i>		
English	3	English	4	4
Mathematics	3	Mathematics	5	5
History	3	Latin	5	5
Hygiene and Sanitation	3	Advanced French	5	5
Latin (Elective)	6	Adv. French or German	4	4
Beginning or Advanced French or Advanced German	4	Adv. French or German	3	3
Household Arts	2	American History and Civics	5	5
Fine Arts	2	Chemistry	5	5
Physical Training	3	Physiography	5	4
		Household Arts, Tex- tiles	4	2
		Household Arts, Home Management .	4	2
		Fine Arts	4	2
		Physical Training	4	1

Outline of the Curriculum of the High School for Girls

First Year

ENGLISH

Grammar and Composition. Literature: Old Testament Stories; Dickens, *Paul Dombey*, *Pickwick Papers* (Selections); Kipling, *The Jungle Stories*; Warner, *A-Hunting of the Deer*; Biography of Louisa M. Alcott; Lowell, *The Vision of Sir Launfal*; Tennyson, *The Lady of Shalott*; selected poems of Kipling, Emerson, Whittier, Macaulay, and others. Memorizing. (6)*

MATHEMATICS

A thorough review of computation with integers, common and decimal fractions, and a study of checks. Application of percentage to buying and selling, commercial discount and banking. Simple measurements, constructions and designs. Study of plane figures. Evaluation of practical formulas. Solution of simple equations. Numerous practical problems. Special attention to the needs of individual pupils. (3)

HISTORY

Study of the ancient world. Note-book outlines. Current events. Current problems in civics with special reference to the government of the State of New York. *Robinson and Breasted's Outlines of European History, Part I*, pp. 1-314. (4)

GEOGRAPHY

Asia, a study of geographical conditions in the steppe countries of the ancient civilizations. Life conditions in India, China, Japan, and Siberia, and the commercial relations of these countries with Europe and the United States. Current events. Commercial and industrial geography of the United States; Longman's *Atlas*; *Oxford Geographies, Asia*; Hotchkiss' *Representative Cities of the United States*; Dodge's *Advanced Geography*. (3)

FRENCH

BEGINNING CLASS. Florian, *A First French Course*. (4)

GERMAN

BEGINNING CLASS. Text-book to be determined. (4)

HOUSEHOLD ARTS

First Half Year—Cooking. Second Half Year—Sewing. (2)

MUSIC

Chorus singing. Some attention to the work of great composers. (2)

PHYSICAL TRAINING

Class gymnastics, marching, light apparatus drills, rhythmic work, swimming, dancing. Basketball, tennis. (3)

* The figures in parentheses indicate the number of recitation periods per week.

Second Year

ENGLISH

Grammar and composition: Briggs and McKinney's *First Book in English*. Literature: Old Testament Stories; Dickens, *The Cricket on the Hearth*; Kingsley's *Westward Ho*; Barrie's *The Little Minister*; Shakespeare's *A Midsummer Night's Dream*; Tennyson, *Lady Clare*, *Enoch Arden*, *The Revenge*; ballads; selected poems of Arnold, Noyes, and others. Memorizing. (5)

MATHEMATICS

- I. Continued drill in computation with integers, common and decimal fractions, and the fundamentals of percentage. Measurements and constructions. The study of plane and solid figures. The elementary concepts of geometry. The evaluation of practical formulas. The function idea; the solution of simple linear equations; the four fundamental processes with simple algebraic expressions. Factoring; H. C. F. and L. C. M.; algebraic fractions. Practical problems relating to work in the household arts.
- II. Beginning algebra, second half year. Wentworth-Smith's *Academic Algebra*. (3)

HISTORY

Medieval and modern history to the eve of the French Revolution. Lectures and discussions. Reference reading and note-book work. Current events. Current problems in civics with special attention to the national government. Robinson and Breasted's *Outlines of European History, Part I*, pp. 315-695. (4)

GENERAL SCIENCE

A study of common things. Problems in connection with air, fire, earth, food, water, etc., are considered in so far as these are related to the pupil's life, as: (a) How to make a sleeping room comfortable and healthful. (b) How to put out fires, etc. A rather complete study is made of bacteria, yeasts and molds in their more practical applications. Clark's *General Science*. (3)

FRENCH

Florian, *A First French Course, A Second French Course*. (4)

GERMAN

Seligman, *Altes und Neues*. Grammar to be determined later. (4)

HOUSEHOLD ARTS

Study of textiles; discussion of materials in regard to suitability, cost, ways of judging, how to buy. Good taste in relation to dress and home furnishing. Hand and machine sewing applied in making cooking outfit, underwear, and book cover.

Duties of a housekeeper: cooking, marketing, recognition of food values, serving meals. Care of house: cleaning metals and wood-work, sweeping, dusting, and laundering table linen. (4)

FINE ARTS

Elementary principles in the placing and arrangement of lines, dark and light masses, color differences and tone, as applied to costume and household designs. Sketching from life. Art appreciation: works of art in New York as a beginning for study of great art epochs. (2)

MUSIC

This course combines chorus singing with the study of instrumental and vocal compositions. These will be considered in relation to their structure, as well as in connection with the lives of the composers and the times in which they were written. A laboratory with reproducing instruments will give opportunity for extensive practice in listening. (2)

PHYSICAL TRAINING

Class gymnastics, marching, light apparatus drills, rhythmic work, swimming, dancing. Basketball, tennis. (3)

Third Year

ENGLISH

Composition: Briggs & McKinney's *First Book in English*. Literature: Old Testament Stories; Church's *Selections from the Iliad*; Palmer's *Selections from the Odyssey*; Shakespeare, *As You Like It*, *The Tempest*; selected short stories. Memorizing of narrative and lyric poems. (3)

MATHEMATICS

Brief review of the essentials of arithmetic. Graphs and the function idea. The study of plane and solid figures. Application to out-of-door measurements. Constructions and designs. Reducing and enlarging figures; drawing to scale. The four fundamental operations with algebraic expressions. The evaluation of formulas and the solution of linear equations. Factoring; algebraic fractions; simultaneous linear equations; graphs; involution and evolution; theory of indices. Numerous practical problems correlating the work in mathematics with that in the household arts. Wentworth-Smith's *Academic Algebra*. (3)

HISTORY

French Revolution to the present time. Reference reading and notebook work. Discussion of current problems. Comparison of the government of European nations with that of the United States. Robinson and Beard's *Outlines of European History, Part II*. (3)

LATIN

The work of the year will include the mastery of paradigms of nouns, adjectives, verbs, and pronouns; principal parts of verbs; acquisition of a vocabulary of 500 or more words. Syntax of nouns and verbs including indirect discourse and a limited number of subjunctive usages, with exercises throughout the year in Latin writing. Translation of 20 to 40 pages of *Fabulæ Faciles*. Text-book to be determined later. (6)

FRENCH

I. SIX YEAR COURSE. Lavissee, *Année Préparatoire d'Histoire de France*; Erckmann-Chatrion, *Madame Thérèse*; Schultz, *La Neuvième de Colette*; Fraser and Squair, *Shorter French Course*. (4)

II. FOUR YEAR COURSE. Beginning class. Fraser and Squair, *Shorter French Course*; Ballard's *Short Stories*. (4)

GERMAN

Gohdes and Buschek, *Sprach- und Lesebuch*; Prokosch, *Deutsches Lesebuch*; von Hillern, *Höher als die Kirche*. (4)

HYGIENE AND SANITATION

Practical studies in personal hygiene and physiology. Work of the city, state, and nation in preserving public health. Ritchie's *Primer of Physiology*. (3)

HOUSEHOLD ARTS

I. Continuation of textile study. Responsibility of the consumer; Consumers' League; child labor problems. Hand and machine sewing applied to making underwear, kimono, and table runner. (2)

II. Cooking; production and manufacture of food materials. Care and sanitation of the house. Accounts. (2)

FINE ARTS

Same principles as in Second Year further developed in designs for costume (hat and dress) and household (embroidered desk set, pillow and table runner). Plan for a house site, exterior, interior, and garden. Art appreciation: later art epochs, list of art works for a home selected by student. Sketching from life. (2)

PHYSICAL TRAINING

Class gymnastics, marching, light apparatus drills, rhythmic work, swimming, dancing. Basketball, hockey, tennis. (3)

Fourth Year

ENGLISH

Reading to illustrate the simpler type of fiction, essay, drama, and poetry; special study of the short story, romantic and realistic novels, and lyric and narrative poetry. Themes. (4)

MATHEMATICS

- I. Plane geometry, first and second half years. Wentworth-Smith's *Plane Geometry*. (5)
- II. Plane geometry, beginning class, second half year. Wentworth-Smith's *Plane Geometry*. (5)

HISTORY

History of modern problems. A study of the thought and the action of the present and the past on such subjects as immigration, war, peace, social legislation, education, extension of the franchise, etc. Discussions and reports. Current events. (4)

LATIN

- I. ADVANCED SECTION. FIRST HALF YEAR. *Cæsar, Book I*, Chapter 30 to end of *Book I*; *Book II*; *Book IV, Bellum Britannicum*. Baker and Inglis' *Latin Composition*, Lessons 14-28. Towle & Jenks' *Cæsar*.
SECOND HALF YEAR. *Cæsar, Book V, Bellum Ambiorigis*; Cicero, *In Catilinam, I and II*; Baker & Inglis' *Latin Composition, Part II*, Lessons 1-13. (5)
- II. ELEMENTARY SECTION. FIRST HALF YEAR. Translation of *Cæsar's Gallic War, Book I*; Baker and Inglis' *Latin Composition, Part I*, Lessons 1-14; Towle and Jenks' *Cæsar*.
SECOND HALF YEAR. Translation of *Cæsar's Gallic War*, selections from Books II-VII, equivalent in amount to Books II, III, IV. Baker and Inglis' *Latin Composition, Part I*, completed. (5)

FRENCH

- I. SIX-YEAR COURSE. Halévy, *L'Abbé Constantin*; Daudet, *La Tour des Maures*; Labiche-Martin, *Le Voyage du M. Perrichon*; François, *Elementary Prose Composition*; Fraser and Squair, *Shorter French Course*. (4)
- II. FOUR-YEAR COURSE. Aldrich-Foster, *French Reader*; House, *Three French Comedies*; Erckmann-Chatrian, *Madame Thérèse*; François, *Elementary Prose Composition*; Fraser and Squair, *Shorter French Course*. (4)

GERMAN

- I. SIX-YEAR COURSE. Gohdes-Buschek, *Sprach- und Lesebuch*; Savory, *Deutsches Reformlesebuch*; Storm, *Immensee*. (4)
- II. THREE-YEAR COURSE. Beginning class. Gohdes-Buschek, *Sprach- und Lesebuch*. (5)

BIOLOGY

An elementary study of the fundamental principles of biology, with special emphasis upon their application to the problems of daily life. Laboratory work. Peabody and Hunt's *Elementary Biology*. (4)

HOUSEHOLD ARTS

Study of clothing and textiles. Hand and machine sewing applied in making shirtwaist and unlined summer dress. Millinery—spring hat. Luncheons served to groups of guests; practice in marketing and in planning meals; system in managing; duties of a hostess. Accounts. (4)

FINE ARTS

Development of designs for and processes of printing; metal work; textiles; linoleum; embroidery. Sketching from life. Art appreciation developed along lines of the particular problems worked upon, and a study made of the artists, art development, and industries connected with them. Same methods as in preceding years. (4)

PHYSICAL TRAINING

Class gymnastics, marching, light apparatus drills, rhythmic work, swimming, dancing. Basketball, hockey, tennis. (4)

Fifth Year

ENGLISH

Review of grammar; simple principles of rhetoric. Reading to illustrate types of fiction, essay, drama, and poetry; special study of comedy, tragedy, history play, etc., and essays and periodicals. Themes and written examinations. (4)

MATHEMATICS

I. FIRST HALF YEAR. Algebra, quadratics and beyond. Wentworth-Smith's *Academic Algebra*.

SECOND HALF YEAR. Solid geometry. Wentworth-Smith's *Solid Geometry*. (5)

II. FIRST HALF YEAR. Plane geometry completed; *Books III, IV, V*. Wentworth-Smith's *Plane Geometry*.

SECOND HALF YEAR. Algebra, quadratics and beyond. Wentworth-Smith's *Academic Algebra*. (5)

HISTORY

I. Ancient history, college preparatory course. Reference reading, reports, and themes. Goodspeed's *History of the Ancient World*. (5)

II. Modern European history. Reference readings, special reports, and themes. Robinson and Beard's *Development of Modern Europe*. (5)

LATIN

I. ADVANCED SECTION. FIRST HALF YEAR. Cicero: *In Catilinam*, III and IV, and *Manilian Law*; Tunstall's *Cicero*; Baker and Inglis' *Latin Composition, Part II*, Lessons 14-26.



HOUSEHOLD ARTS

SECOND HALF YEAR. Sight translation of *Cicero*; selections from *Ovid*; *Cicero's Oration for Archias*; Baker and Inglis' *Latin Composition*, Reviews by Oral Sentences, *Part II*, and Connected Passages, *Part III*. (5)

II. ELEMENTARY SECTION. FIRST HALF YEAR. *Cicero, Orations I, II, III, against Catiline*; Tunstall's *Cicero*; Baker and Inglis' *Latin Composition, Part II*, Lessons 1-13.

SECOND HALF YEAR. *Cicero, Orations IV against Catiline, Manilian Law, and Archias*. Baker and Inglis' *Latin Composition, Part II*, completed. (5)

FRENCH

I. SIX-YEAR COURSE. Theuriet, *L'Abbé Daniel*; Coppée, *Le Luthier de Crémone*; *Le Trésor*; Sandeau, *Mlle. de la Seiglière*; Cameron, *French Composition*; Bruce, *Grammaire Française*. (3)

II. FOUR-YEAR COURSE. Daudet, *La Tour des Maures*; Labiche-Martin, *Le Voyage de M. Perrichon*; Lavissee, *Année Préparatoire d'Histoire de France*; François, *Elementary Prose Composition*; Bruce, *Grammaire Française*. (4)

III. TWO-YEAR COURSE. Beginners' class. Ballard, *Short Stories*; Erckmann-Chatrian, *Madame Thérèse*; Fraser and Squair, *Shorter French Course*. (5)

GERMAN

I. SIX-YEAR COURSE. Baumbach, *Der Schwiegersohn*; Freytag, *Die Journalisten*; Hatfield, *Lyrics and Ballads*; Pope, *Writing and Speaking German*. (3)

II. THREE-YEAR COURSE. Gohdes-Buschek, *Sprach- und Lesebuch*; Savory, *Deutsches Reformlesebuch*; Storm, *Immensee*. (4)

HOUSEHOLD SCIENCE

A study of the practical application of scientific principles in the home. Such topics as the following will be emphasized: Heating and ventilation of buildings, efficiency and comparative cost of fuels, dyeing, dietary, cleansing compounds, fireless cookers, vacuum cleaners, photography, relation of physics to music, uses of electricity in the home. Butler's *Household Physics*. (5)

HOUSEHOLD ARTS

I. TEXTILES—Study of clothing for beauty, hygiene, and economy. Use and adaptation of patterns, garment fitting. Making woollen dress, fall hat, embroidery. Household linens. (4)

II. FOODS—Advanced cookery and table service, the chafing-dish. Review of digestion, study of diet. Planning and serving well balanced meals. Invalid cookery. Laundering table linen. (4)

FINE ARTS

Development of design for and processes of stencil and leather work, costume and embroidery. Landscape. Christmas poster. Art appreciation developed in connection with the problems studied. Emphasis upon great landscape and religious painters. (4)

PHYSICAL TRAINING

Class gymnastics, marching, light apparatus drills, rhythmic work, swimming, dancing. Basketball, hockey, tennis. (4)

Sixth Year

ENGLISH

Halleck's *History of English Literature*, with careful study of Chaucer's *Prolog*; Shakespeare's *Macbeth*, *Hamlet*; Milton's *L'Allegro*, *Il Penseroso*, *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Life of Johnson*. Themes and written examinations. (4)

MATHEMATICS

- I. FIRST HALF YEAR. Wentworth-Smith's *Plane Trigonometry*. (5)
- II. SECOND HALF YEAR. Wentworth-Smith's *Solid Geometry*. (5)
- III. SECOND HALF YEAR. Commercial arithmetic. The mathematics of business and household accounts. Open only to seniors. (5)

HISTORY

- I. American history and civics, college preparatory course. Reference reading and reports. (5)
- II. American history from 1783, first half year. Civics, second half year. Current events. Beard's *American Citizenship*; Muzzey's *American History*. (5)

LATIN

- FIRST HALF YEAR. *Virgil, Aeneid, Books I-III*; prosody; reading of hexameter.
- SECOND HALF YEAR. *Aeneid, IV-VI*. Baker and Inglis' *Latin Composition, Part III*, throughout the year. Knapp's *Virgil*. (5)

FRENCH

- I. SIX-YEAR COURSE. Toutey, *Morceaux Choisis*; Molière, *Le Bourgeois Gentilhomme*; Rostand, *Cyrano de Bergerac*; Lavissee, *Première Année d'Histoire de France*; Bruce, *Grammaire Française*. (3)
- II. FOUR-YEAR COURSE. Theuriet, *L'Abbé Daniel*; Sandeau, *Mlle. de la Seiglière*; Coppée, *Le Luthier de Crémone*, *Le Trésor*; Dumas, *Pages Choiesies*; Cameron, *French Composition*; Bruce, *Grammaire Française*. (4)

III. TWO-YEAR COURSE. Dumas, *Pages Choiesies*; Labiche-Martin, *Le Voyage de M. Perrichon*; Lavissee, *Année Préparatoire d'Histoire de France*; François, *Elementary Prose Composition*; Bruce, *Grammaire Française*. (5)

GERMAN

I. SIX-YEAR COURSE. Keller, *Bilder aus der Deutschen Litteratur*. Hein, *Auswahl deutscher Prosa der Gegenwart*; Schiller, *Wilhelm Tell*. (3)

II. THREE-YEAR COURSE. Baumbach, *Der Schwiegersohn*; Freytag, *Die Journalisten*; Pope, *Writing and Speaking German*; Hatfield, *Lyrics and Ballads*. (4)

CHEMISTRY—COLLEGE PREPARATORY COURSE

Oxygen; hydrogen; water; atomic theory; nitrogen; atmosphere; solutions; acids; bases; salts; neutralization; reversible reactions and chemical equilibrium; sulphur and its compounds; periodic law; halogens; carbon and its simpler compounds; flames; phosphorus; metals. The principles of the science are developed and the practical application of these principles to everyday life is discussed. Forty experiments performed and recorded in laboratory note-book. McPherson and Henderson's *Elementary Study of Chemistry*. (5)

PHYSIOGRAPHY

The earth as a globe; the atmosphere; the lands; the ocean; distribution of life. Laboratory, field work, recitations. Salisbury, Barrows and Tower's *Modern Geography*. (5)

HOUSEHOLD ARTS

I. TEXTILES—Planning of family budget. Household textiles. Graduation dress made and embroidered from student's own design. (4)

II. HOME MANAGEMENT—History of home life leading to modern problems. The family budget. Kitchen and dining-room furnishings. Market conditions and how to buy. Planning and serving meals; receptions. Operating the school exchange. (4)

FINE ARTS

Review of principles of line spacing, dark and light massing, color differences and tone, developed in problems for figure drawing, Christmas cards, poster for Senior Play, household pottery, design for graduating dress. Art appreciation: great works of art and available art objects of good quality. (4)

PHYSICAL TRAINING

Class gymnastics, marching, light apparatus drills, rhythmic work, swimming, dancing. Basketball, hockey, tennis. (4)

Students Organizations

1914-1915

The Horace Mann School General Association

THE major social and athletic activities of the students of the High School are organized under the central control of the Horace Mann General Association, the objects of which are thus stated in its constitution:

“The purpose of this Association shall be to further the interests of all legitimate athletic and social organizations in the Horace Mann High School for Girls, to meet all necessary expenses of such organizations as shall become regular branches of the General Association, to raise and control the funds necessary for the support of such organizations, and to transact business of general interest.”

By means of this centralized control of its various branch societies and clubs, the General Association confers upon each member the rights and privileges of membership in every such organization, except certain entertainments of the Senior Class.

A membership fee of five dollars* is paid annually by every student in the High School. The control of these funds is given to a regular member of the teaching staff. By this plan the expense of out-of-school activities is minimized to the student, and the administration of funds for their support is carefully regulated.

* This fee includes subscription to the Record and the Mannikin.



52037.

HOUSEHOLD ARTS

The Horace Mann General Association

Officers for 1914-1915

<i>President</i>	IDA RAFFLOER
<i>Vice-President</i>	HELEN TAUSSIG
<i>Secretary</i>	AMELIA STEINER
<i>Treasurer</i>	MR. BOGARTE

CLASS PRESIDENTS

1915	RUTH RYAN
1916	RUTH MURRAY
1917	JANE ALEXANDER
1918	NANCY GOSS
1919	MARION LOWENSTEIN
1920	AUGUSTA WALES

ATHLETICS

<i>Captain Basketball Team</i>	HELEN TAUSSIG
<i>Manager</i>	MINNETTE STROOCK
<i>Captain Hockey Team</i>	ODETTE WALTER
<i>Manager</i>	ISOBEL SIMPSON
<i>Manager Swimming Team</i>	HILDEGARD ROSS
<i>Manager Tennis Team</i>	KATHERINE MORDECAI
<i>Manager Track Team</i>	ROBIN YOUNG

The Horace Mann Dramatic Societies

THE SENIOR DRAMATIC SOCIETY

<i>Chairman</i>	RUTH RYAN
<i>Committee</i>	ANNA HAZEN
	HARRIET VAN DUSEN
	SARA SMITH
	ADELE HASKELL
	HELEN HARRISON

FIFTH AND FOURTH YEAR DRAMATIC SOCIETY

<i>President</i>	ELSA MEIROWITZ
<i>Committee</i>	MATILDE DOLMETSCH
	RUTH BENEDICT
	KATHERINE MORDECAI
	JANE ALEXANDER

THIRD YEAR DRAMATIC SOCIETY

<i>President</i>	EDITH ROYSE
<i>Secretary</i>	RUTH GOLDSMITH

FRENCH CLUB

<i>President</i>	RUTH MANN
<i>Secretary</i>	MARJORIE BENNS

GERMAN CLUB

<i>President</i>	IDA BRAUN
<i>Secretary</i>	CAROLA BISCHOFF

The Horace Mann Orchestra

<i>Secretary</i>	ELSA MEIROWITZ
<i>Director</i>	MR. KRAFT

Horace Mann Glee Club

<i>Secretary</i>	EMILY MANY
<i>Director</i>	MR. KRAFT

Girls' League

<i>President</i>	MARGARET GOSS
<i>Vice-President</i>	MARGARET BECK
<i>Secretary</i>	RUTH MURRAY
<i>Treasurer</i>	IDA RAFFLOER

ADVISORY COMMITTEE

<i>In Faculty</i>	{ MISS ANTHONY
	{ MISS GILLMORE
<i>Alumna</i>	FREDA PHELPS
<i>Y. W. C. A.</i>	MISS BOARDMAN

The Horace Mann Record

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<i>Bulletin Editor</i>	SARA SMITH
<i>Literary Editor</i>	MARGARET BECK
	ISOBEL SIMPSON
<i>News Editors</i>	{ MARGARET GOSS
	{ MARJORIE MARKS
<i>Alumni Editor</i>	KATHARINE MOORE
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<i>Exchange Editor</i>	HELEN TAUSSIG
<i>Review Editor</i>	MINNETTE STROOCK
<i>Business Manager</i>	IDA RAFFLOER
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The Mannikin, 1915

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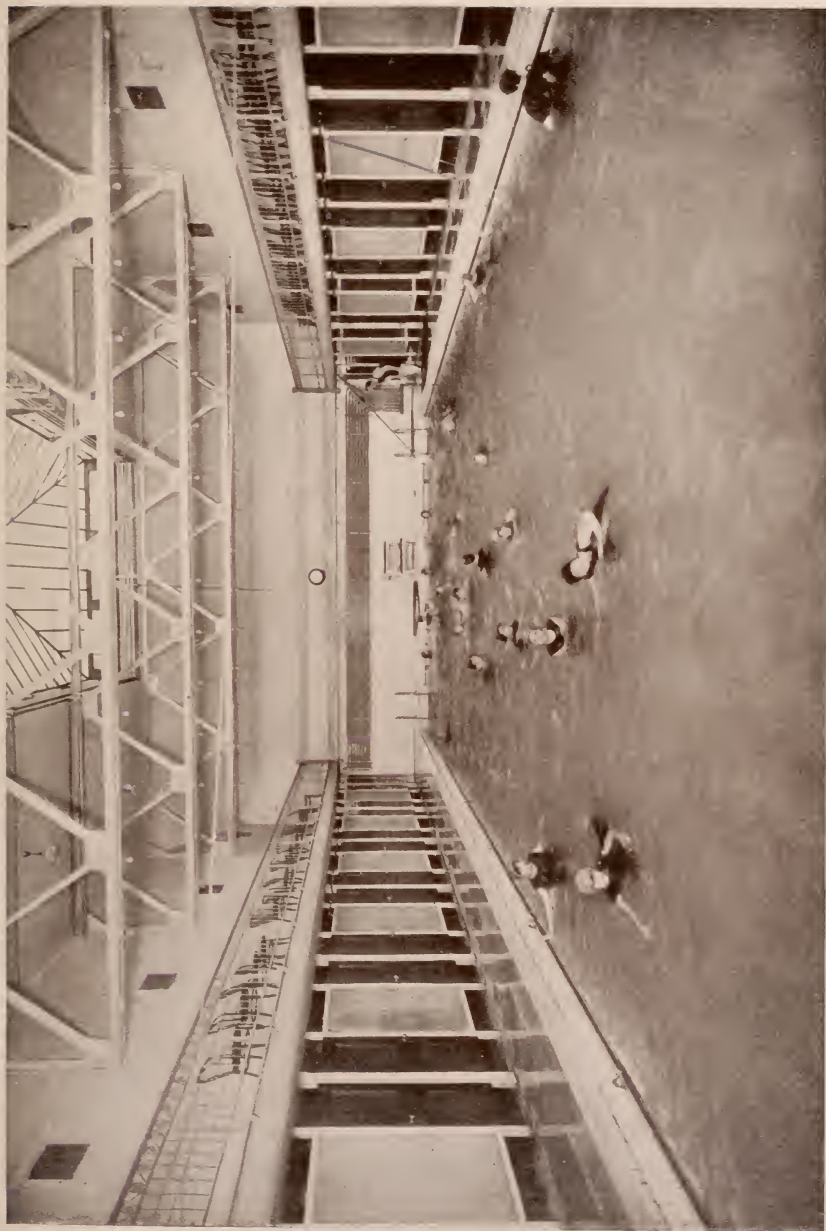
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 KATHARINE WALES
Athletic Editor ANNA HAZEN

The Horace Mann Alumni Association

President (1915-16) THEODORE KENYON '06
Vice-President EDITH WILLIAMS '08
Secretary ELIZABETH HOWSON '09
Treasurer HORACE LYON '05
Executive Committee { *Chairman*, BLAINE WEBB '11
 FRED A. KIRCHWEY '11
 BOYD SOMMERVILLE '12



SWIMMING POOL

General Information

Admission

AS all grades are now practically full, it is desirable that application for entrance be made as early as possible. Every applicant must secure a blank and return it filled out and signed; also present a letter from the principal of the school last attended. Satisfactory evidence must be given by personal interview that the applicant is fully prepared to do the work of the grade specified.

A certificate of vaccination must be presented by each applicant for admission to the school.

As the interests of both the children and the school demand a continuous course, it is desirable that pupils remain throughout the course. The right is reserved of requesting the withdrawal of a pupil who for any cause is a detriment to the class.

Simple and appropriate dress is expected of all the pupils of the school.

Pupils may be admitted at any time.

Hours of Attendance

THE hours of attendance in the Kindergarten are from 9 A.M. to 12 M.; in the Elementary School from 9 A.M. to 1 P.M. A recess of fifteen minutes gives the pupils an opportunity to eat a light luncheon. The hours of attendance in the High School are from 9 A.M. to 2.40 P.M., with a recess of forty minutes (12 to 12.40 P.M.) for luncheon.

How the School May be Reached

THE Horace Mann School is fortunate in its location, being situated on the corner of 120th Street and Broadway. The Broadway surface cars pass the building, going in either direction nearly every minute. At the end of the block are the Amsterdam Avenue cars.

The subway station at 116th Street is convenient for the school.

Reports

A REPORT on the work, attendance and deportment of each pupil is sent to parents four times during the year. In cases where it is deemed necessary, this report is sent more frequently, and effort is made in other ways to secure the most effective cooperation of the parents with the teachers. When it seems advisable, daily reports of the High School students' work may be made to the home.

Study Hour

PUPILS of Grades IV, V, and VI of the Elementary School may prepare their home work at the school if their parents wish them to do so. This study period is from 1.45 to 3.00 P.M., and is under the personal supervision of a regular teacher.

Afternoon Recreation Clubs

SEVERAL outing clubs for boys of Grades III, IV, V, and VI will be formed. The purpose of these clubs is to furnish opportunities for wholesome recreation under the leadership of a competent young man. Attendance is voluntary, and a small fee is charged those who desire membership.



SIXTH GRADE IN GYMNASIUM



GEOGRAPHY WITH A STEREOSCOPIC LANTERN

Gymnasium Uniforms

IT has been found advisable to have a uniform suit for the gymnasium classes. Therefore new pupils are requested not to get their suits before entering the school. Orders will be taken in the Physical Education Department, immediately upon the opening of the school in the fall.

The Cooperation of Parents

PARENTS are asked to confer frankly with the teachers about the health and habits of their children. Such interviews cannot be held during hours when classes are in session; but each teacher observes regular conference hours, which may be learned upon inquiry.

The Mothers Association of the Horace Mann School

THE Mothers Association of the Horace Mann School was organized four years ago to unite the mothers of the school in an effort to promote the moral, mental, and physical well-being of their children by establishing a better understanding of matters affecting their education, amusements, and home life, as well as to promote a better understanding between teachers and parents.

Every mother having a child in the Elementary School is eligible for membership, and is urged to join this Association. The regular meetings are held the second Tuesday afternoon of each month, in the Kindergarten Room at Teachers College. Mothers should not wait for a personal invitation to join, but should send in their names for membership to the Mothers Association of the Horace Mann School, West 120th Street.

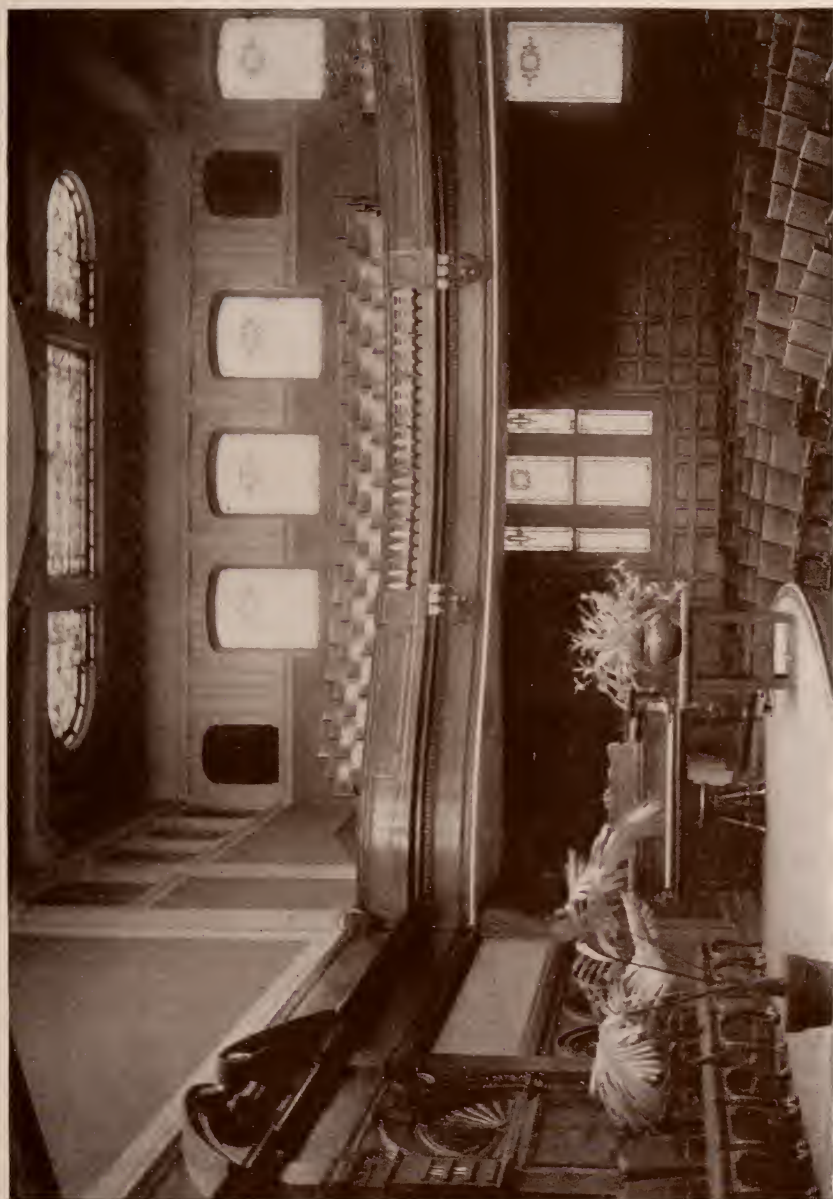
Annual dues one dollar.

A general subject, such as "Recreation," "Character Building," etc., is chosen for the year's discussion, and prominent speakers are secured for each meeting. These addresses are followed by a general discussion and a social half hour.

Study classes are also organized along special lines in which groups may be interested, which meet at the time most convenient to the group.

Officers for 1914-1915:

<i>President</i>	MRS. WILLIAM JOHN GIES
<i>First Vice-President</i>	. . .	MISS ROXANA A. STEELE
<i>Second Vice-President</i>	. . .	MRS. J. EVERETT FRAME
<i>Recording Secretary</i>	. . .	MRS. HENRY E. MATTISON
<i>Corresponding Secretary</i>	. . .	MRS. JAMES L. JOHNSON
<i>Treasurer</i>	MRS. THEODORE STERNFELD



CORNER OF AUDITORIUM

Health Rules

EACH pupil who has been absent from school for three or more consecutive days, for any reason, must obtain a written permit from the school physician in the Thompson Building before being readmitted to school.

In order to make the regulation of infectious diseases uniform, the heads of several private schools in New York, and their medical advisers, have met and discussed what precautions might properly be taken for the protection of their pupils from infectious diseases and to reduce to the minimum the spread of such diseases among the children of their respective schools. Among the schools that are uniting in this matter are the following:

The Brearley School	} William K. Draper, M.D.
Miss Chapin's School	
The Charlton School	Rowland G. Freeman, M.D.
The Ethical Culture School	A. Emil Schmitt, M.D.
The Horace Mann School	{ Thomas D. Wood, M.D. Harold B. Keyes, M.D.

As a result of this conference, rules have been framed for the control and management of certain infectious diseases among private school children, which have been approved by the Health Department of the City of New York.

The diseases embraced in these rules are: Diphtheria, Scarlet Fever, Measles, German Measles, Chicken-pox, Whooping Cough, and Mumps, concerning which the rules attempt to meet categorically certain conditions. Special conditions and cases arising in these diseases, as well as cases of other diseases, will be decided by the medical adviser.

Pupils suffering from contagious and communicable

diseases not mentioned above will be excluded from school until, in the opinion of the medical adviser, it is safe for them to return.

Whenever any one of these diseases occurs in a school, the appropriate rules will be sent at once to the parent or guardian of the pupil affected, who, in conjunction with the family physician, will be expected to cooperate with the school in carrying out these rules. A pupil returning to school after recovering from an infectious disease will be required to bring a certificate which will be furnished by the school, signed by his attending physician; and a pupil returning after isolation under the rules, or after any absence, will be required to bring a written statement from his parent.

Parents are requested:

(a) To notify the school promptly whenever a pupil has been exposed to an infectious disease.

(b) To notify the school promptly whenever an infectious disease occurs in the home of a pupil.

(c) To keep at home a pupil who develops any form of suspicious cold, cough, or indisposition, until the nature of the symptoms has been ascertained.

(d) To keep at home, until completely recovered, a pupil suffering with influenza (la grippe).

If, during school hours, pupils should develop symptoms of a cold or other indisposition likely to prove infectious, they will be isolated from their classes and their parents will be asked to send for them.

It is suggested to parents that children, who have been exposed to an infectious disease and are excluded from school, refrain from visiting their schoolmates and from attending Sunday School, gymnasiums, clubs, parties



MAIN GYMNASIUM

and dancing classes; also that all children who have been exposed to infectious diseases should use antiseptic mouth washes, gargles and nasal sprays, for several days.

The Board of Health requires that all children attending any school shall be vaccinated. Parents are therefore requested to see that this has been done. Certificates of re-vaccination may be required as the occasion demands.

The practice of vaccinating against Typhoid Fever is brought to the notice of parents, and the suggestion made that they should consult their family physicians regarding this preventive measure.

Tuition

The Tuition Fees are as follows:

Kindergarten\$100.00

Elementary School for Boys and Girls—

Grades I and II..... 150.00

Grades III, IV, and Open Air Classes..... 175.00

Grades V and VI..... 200.00

High School for Girls*—

First and Second Years..... 250.00

Third and Fourth Years..... 275.00

Fifth and Sixth Years..... 300.00

Places are taken for the year.

The tuition fees are payable in advance, three-fifths at the time of entrance and two-fifths on January 3. Pupils entering before November 15 are charged from the beginning of the school year.

No reduction will be made for time lost, and no rebate will be given in case of withdrawal.

* For addition of \$5.00, see page 32.



ALUMNI FIELD

Horace Mann School Calendar, 1915-16

1915

- May 28 (Friday)—Elementary School closes.
Graduating exercises of High School.
- June 1 (Tuesday)—College entrance review classes.
- June 12 (Saturday)—Academic year ends.
- Sept. 20-24—Physical examinations of High School pupils.
- Sept. 22 (Wednesday)—Examinations for conditioned High School pupils.
- Sept. 24 (Friday)—Entrance examinations for Elementary School.
- Sept. 27 (Monday)—Term begins.
- Nov. 2 (Tuesday)—Election Day, holiday.
- Nov. 25 (Thursday)—Thanksgiving recess begins.
- Nov. 27 (Saturday) Thanksgiving recess ends.
- Dec. 17 (Friday)—Christmas recess begins at noon.

1916

- Jan. 3 (Monday)—Exercises of the school resumed.
- Feb. 22 (Tuesday)—Washington's Birthday, holiday.
- April 15 (Saturday)—Easter recess begins.
- April 25 (Tuesday)—Exercises of the school resumed.
- May 30 (Tuesday)—Memorial Day, holiday.
- June 2 (Friday)—Elementary School closes.
Graduating exercises of High School.
- June 5 (Monday)—College entrance review classes.
- June 17 (Saturday)—Academic year ends.



